| | Myton Park Primary School | Reception | Mrs Roberts/Mrs Hargrave/Miss wood | Afternoon Weekly Plan | Term 3 w.b. – 24.4.17 | Week 1 |
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| | Monday | Tuesday | Wednesday | Thursday | Friday |
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| **Focus** | PSED Focus<br>Kitchen - pm | 'The World' Focus | EA&D Focus | 'The World' Focus | C&L Focus |
| **Objectives** | The importance of taking turns.<br><br>I am learning to play cooperatively with others. (ELG)<br>I am learning to take turns and to understand why this is important. (ELG)<br><br>I am learning to grip and use tools correctly. (ELG) | I am learning to talk about the differences and similarities in relation to place. (ELG)<br><br>I am learning about what it means to be British. (ELG) | I am learning to select my own resources, tools and techniques to develop my own ideas and representations. (ELG) | I am learning about what it means to be British. (ELG)<br><br>I am learning to talk about what makes me proud to be who I am (ELG) | Talk about events/experiences giving reasons<br>Speaking<br>Show and Tell<br>I am learning to answer how/why questions in response to stories. (ELG)<br>I am learning to demonstrate understanding in their conversations with others. (by 60 months) |
| **Direct Teaching Activity** | ER (KS supporting):<br>Making scones<br>Look at your instructions for making scones – can we follow the instructions to make our own scones?<br>Talk about food hygiene and how to wash our hands correctly. Look at how to use cutlery correctly and safely.<br><br>Talk about taking turns – why is this important? If you have had a toy/book for a long time why would it be a good idea to give it to somebody else? Think about how you feel if you're waiting for a turn. | ER (KS supporting):<br>P&C royal family PowerPoint<br><br>Look at the PowerPoint all about the royal family – can you name any of the important people? What do these people do? Why are they so important? Look at where they live- compare to where we live. Would you like to live there? | KH (KS supporting):<br>Making Big Ben, castles, countryside landscape pictures<br><br>Look at images of Big Ben – talk about why is landmark is important. Look at examples of children's models. What materials do you need to create your own?<br><br>Look at countryside landscapes and model drawing/painting. Talk about taking our time, being patient and thinking about the colours and techniques that we use- shading, pressing harder to create a darker/different affect. | KH (KS supporting):<br>British values – Sort the speech bubbles that Charlie sent?<br><br>Talk about what it means to be British and what makes us proud. Make a list – proud of the world/environment around us (flowers, trees, ducks etc), respecting and looking after animals, places (not vandalising things, not littering), things, promote a sense of belonging to a community, respect the law, learn right from wrong, children have a voice and are listened to,<br>Teach children that it is possible to live together peacefully, each of them a valuable part of our multicultural world. | KH (KS supporting):<br>Show and Tell.<br>KS – Read story from Story box. Ask how/why questions. EExAT responses. |
| **Group Work** | Yellow/Red – to take turns to play a game.<br><br>6 children to makes scones with KS. | Red/Yellow/Blue<br>Write about the role of the Queen and where she lives.<br><br>Draw your house and the Queen's house to show the differences and similarities. | Orange/Green-<br>Children to create their own model/painting of Big Ben.<br><br>Using a range of media (paint, crayons, pastels) children to recreate a representation of one | Blue/Red- Make a poster about what makes you happy to be British.<br><br>Talk in small groups about how we can make where we live a better place. | Green/Orange –<br>Those children not collected evidence for during input repeat task with different story to gain evidence. |

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| | | Draw a picture of the Queen and where she lives - label it (crown, necklace, corgi dog, palace, guards) | of the countryside landscapes.(use twigs/leaves?) | | |
| **Continuous Provision** | In areas encouraging and collecting evidence of AI/CI learning. Also encouraging participation in challenges.<br><br>AI learning for the week – Challenges in areas, superhero incident forms/reports, letters to heroes, writing/reading clues, looking at finger prints, working as a team to solve problems. | | | | |
| | **Misc.**<br>Role Play – Flower shop, flowers, plants, jugs, dairies, pencils, money, price tags, wrapping paper, baskets, ribbon.<br>Mark Making Area – selection of resources and mark making tools, challenge of the day linked to a type of writing- Letters to the Queen<br>Play Dough – play dough tools with extra embellishments) (from transient art materials) and frames<br>Maths Area specific baskets to use and apply skills, number cards, game of the week, challenge<br>Workshop area – challenge- can you make Big Ben?<br>Snack area – Money to pay for snack, menu- 2 children chosen to be the Tesco assistants (children to pay money to these children for snack)<br>Finger gym – challenge- decorate an Easter egg<br>Reading area – rejuvenate area – reading garden, book reviews, covers, bunting, grass matting, cushions, reading buddies, challenge, living library, topic books (fact books, books about the Queen/London/Royal Family)<br>Homework – | | | | |
| | | **P.E. – AB to plan/See**<br>**Objective**<br><br>**Direct Teaching Activity**<br><br>**Main Activity**<br><br>**Assessment**<br>OLP sheet and EExAT<br>**Plenary**<br>Review learning | | | |